

# **Public Policy 101**

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CARS Consultant

Community Prevention Initiative Workshop  
Public Policy 101

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# Welcome!

- Who are You?
- Who am I?
- Why are we here?



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Introductions, brief icebreaker

**WHO ARE YOU:**

\* Also add info about level of experience with policy development AND expectations for the day

# Housekeeping

- Agenda
- Group Agreements
- Parking Lot
- Expectations
- Restrooms
- Breaks

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Lunch is brought in – so if we reduce our lunchtime we can get out at 3:30 pm -- voting

## Objectives

- Explain the public health model and environmental prevention.
- Explain the connection between policies and norms, and its implication for social change.
- Identify and describe available prevention strategies.
- Work with tools for community assessment and planning.
- Discuss different ways you can advocate for policy change, and guidelines to follow.
- Outline key issues in monitoring and enforcement.

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Question: has anyone here every felt confused about their role in policy development?

- what you can say? what you cannot say?
- can you attend certain meetings?
- can you meet with certain people?

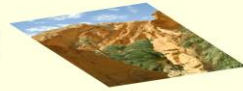
*Or have folks get up and place themselves along a continuum and answer these questions:*

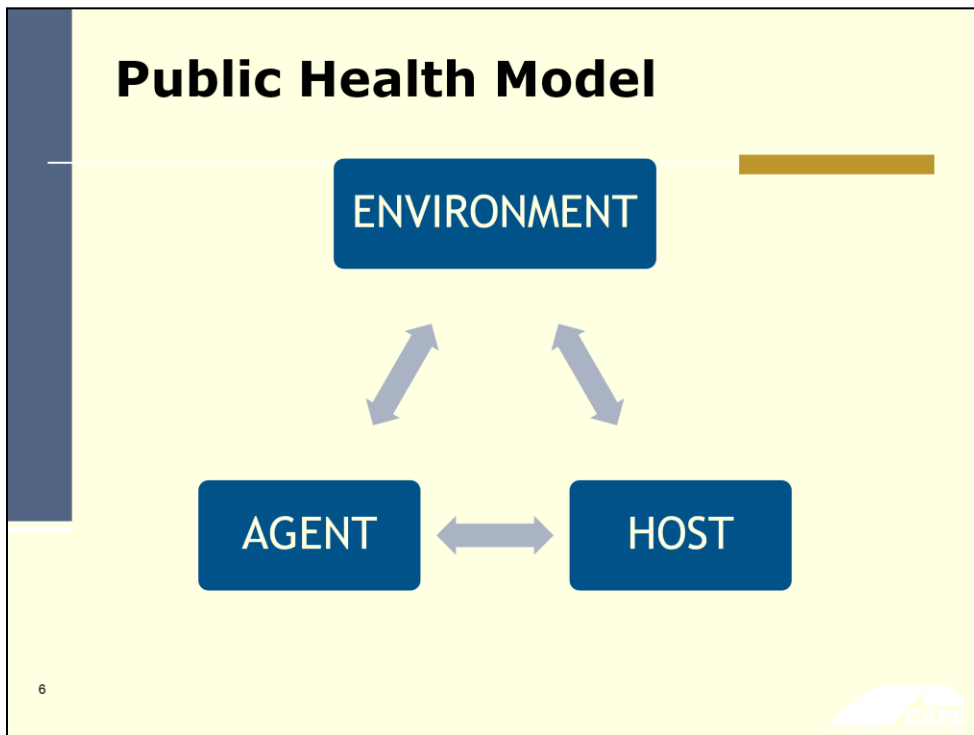
- I believe that my work in ATOD prevention necessarily includes changing policy.
- I am comfortable with my understanding of how to operate in policy development settings.

“Policy development” is one of the three core functions of public health (along with Surveillance and Assurance), yet the least amount of education and training is given over to this concept.

# Module 1: Public Policy Landscape

- Public Health Model
- Environmental Prevention
- Some History
- Norms and Policies
- Reactive and Proactive Policies





The graph represents the three-part Public Health Model.

Traditional approaches to prevention focus on controlling the agent (alcohol or drug) and the host (individual user), and have ignored the environment.

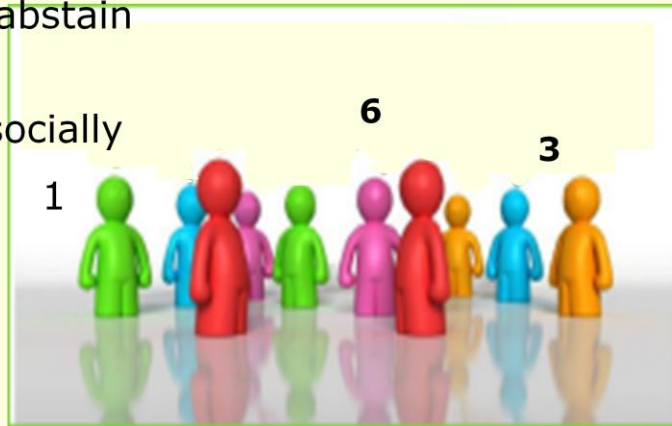
The idea represented in this graphic is that problems arise from the interaction of all three elements.

Example: “Happy hour” at neighborhood bar.

Problems may arise when “social” drinkers drink more than normal.

# Everybody is Different

- 1 has a use problem
- 2 or 3 abstain
- 6 use socially



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Think of ten people around a table.

One is likely to have a use problem.

2 or 3 are abstaining.

6 use socially.

Traditional prevention efforts focus on changing knowledge, skills and awareness of the individual — that one problem user. Tries to change his or her behavior on an individual level. But we know that social users need to be a target as well — that is a population-based approach (public health)

## Individual-focused Prevention Strategies

- Seek to change *individual* behavior
- Assume problems stem from lack of information or awareness
- Or inadequate skills



This approach assumes problems arise from:

- Lack of information about drugs or alcohol, and their consequences
- Lack of awareness about social norms— what's considered acceptable behavior
- Or from inadequate skills or ability



## Intervention for One



This one in ten might be the target for treatment services or some kind of intervention.

But the majority of the group are social drinkers who are susceptible to environments – *the happy hour syndrome*.

Prevention efforts targeted at this group will have greater impact – a more efficient use of resources.

# Environmental Prevention

## Managing settings and locations where use and sales occur



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Underlying Assumption: that individual choice is impacted by a number of factors that go beyond individual factors. Do you believe and understand this assumption? Are you prepared to be a good advocate for this assumption?

Reduces the risk of problems by managing locations and settings where use and sale occurs.

Bringing resources to bear upon specific locations and specific times can have tremendous impact over time.



Risks to smoking became clear in 1964 with the Surgeon General's warning.

Yet prevention approaches that focused upon individual behavior (warning labels, etc.) had limited impact.

Fundamental changes in consumption didn't happen until policy changes targeted environmental prevention goals:

- *smoke free areas*
- *excise taxes to raise the price of cigarettes*

## Evolution of Smoking Bans

Number of municipalities or counties in California with mandated smoke-free workplaces

■ 08/1990	1
■ 11/1990	2
■ 12/1991	8
■ 12/1993	13
■ 12/1994	53

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**08/1990: San Luis Obispo bans smoking in restaurants.**

**11/1990 Sacramento bans smoking in all workplaces.**

**12/1991 5 other counties or municipalities mandate smoke-free workplaces.**

**12/1993 5 more municipalities join.**

**12/ 1994 40 more counties and municipalities adopt similar measures.**

**Hard-fought campaigns at the local level in California provided smoke-free restaurants and bars, then smoke-free workplaces statewide.**

## Evolution, cont'd

- **1994: Statewide workplace smoking ban**
- **1998: Smoking ban in bars**
- **2007: LA ban smoking in public parks**
- **2008: Smoking in moving vehicle in presence of a minor a misdemeanor**

<http://www.youtube.com/user/preventioninstitute?feature=mhw4#p/a/u/0/rw1viXQKrVA>

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Over the long term, the attitude that sees smoking as a right, is eclipsed by the right to be smoke-free.

# What is a Norm?

## Definition

- Standard or model developed by individuals or groups
- Shared beliefs (usually unwritten) about acceptable behavior
- Voluntary ways of behaving expected within a certain group

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## Examples of Subtle Differences:

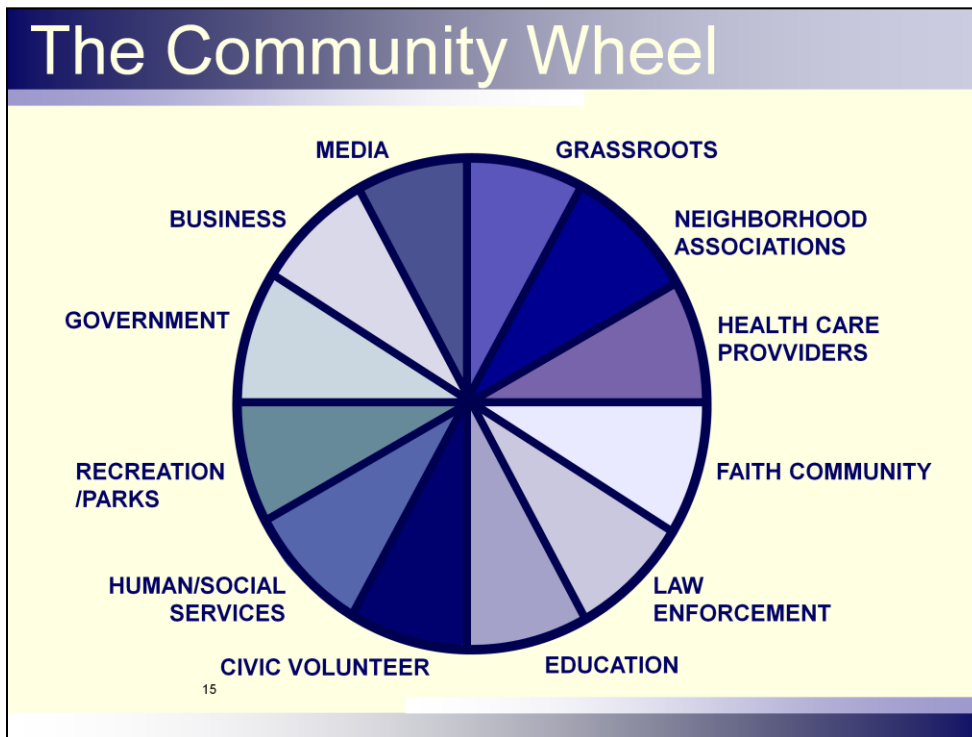
• Child care settings – screen time and kind of food served --  
*What are the current norms? Are there any policies around these issues?*

\* The “Designated Driver” Concept in Hospitality  
Environments: *Is that a Norm or a Policy?*

**(mostly a norm that may or may not be supported by the external environment – not very well codified as a policy)**

\* Driving your vehicle at or below the speed limit  
*Is that more a Norm or a Policy?*

**(mostly a policy that may or may not be a norm)**



As you know, norms can vary from group to group.

When you are building a coalition or a network for an environmental prevention effort, understanding the norms operating within these different groups and organizations is critical to finding ways to work with them, effectively.

<b>GROUP EXERCISE</b> <b>Examples of ATOD Norms by Sector</b>	
SECTOR	EXAMPLES
FAMILY	
FRIENDS/PEERS	
SCHOOL	
COMMUNITY ATTITUDES	
SOCIAL/ CULTURAL	
MEDIA/ ADVERTISING	
SPIRITUAL	
WORKPLACE	
RETAIL ALCOHOL	
WHOLESALE/ DISTRIBUTER	
LOCAL GOVERNMENT	
STATE/FEDERAL GOVT	
PRODUCT <small>16</small>	

Distribute handout.

Divide group into small discussion groups or do a shorter exercise with whole class.

Call out different issues based on group focus: “Alcohol in the workplace,” or “recreational drug use” or “teen drinking (in private homes),” and so on.



# What are Policies?

## Definition

- General principles by which an entity (company, city, county, state, etc.) is guided
- The bridge between custom and law
- The formal acknowledgement of custom

Formal (written documents)

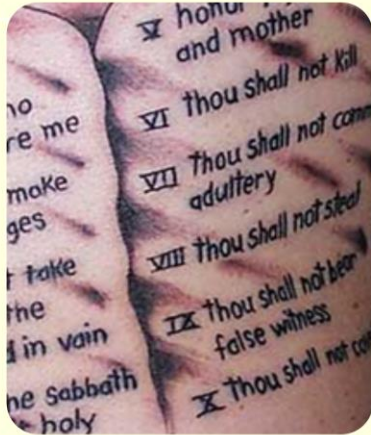
Informal (unwritten rules)

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Policies may be formal written documents, or they may be informal “unwritten rules.”

# The Ten Commandments

## Discussion



Are they policies or norms?

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Lead class discussion: Are the 10 Commandments norms or policies? You can argue it either way. Note that the visual is a photo of a tattoo.

## Reactive-Proactive

- Changing norms lead to changes in public policy.
- Changing policies impacts social norms.



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### **What do you think is the usual course (WHAT LEADS TO WHAT?)**

The relationships between norms and policies fall into two main categories, reactive and proactive. Policy may change as a reaction to changing social norms. Laws and enforcement issues surrounding medical marijuana is one example. The perception of marijuana as a gateway drug has, since the 1980s, been eclipsed by an attitude that sees its medicinal value outweighing the consequences of its recreational use.

The proactive approach to policy change sees policy as a means to change social norms. It's important to consider that even when a proposed policy isn't formally passed, it can still act as an educational tool or wedge, that leads to normative change, or at least changes the conversation about the key issue by bringing in new ideas and stimulating a re-examination.

<b>GROUP EXERCISE</b> <b>Examples of ATOD Policies by Sector</b>	
SECTOR	EXAMPLES
FAMILY	
FRIENDS/PEERS	
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COMMUNITY ATTITUDES	
SOCIAL/ CULTURAL	
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SPIRITUAL	
WORKPLACE	
RETAIL ALCOHOL	
WHOLESALE/ DISTRIBUTER	
LOCAL GOVERNMENT	
STATE/FEDERAL GOVT	
PRODUCT	

Pass out handout for small group discussion Call out the sectors relevant to this group.

Can do this in small group OR in a plenary setting.

# Spectrum of Prevention



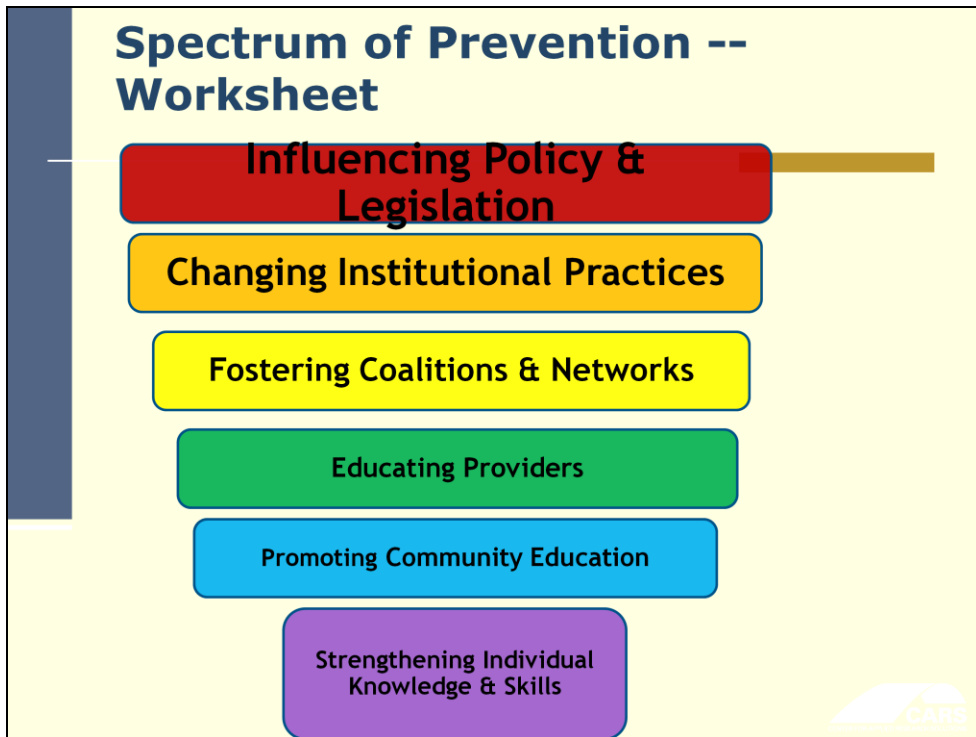
<http://www.youtube.com/user/preventioninstitute?feature=mhw4#p/u/16/EIDXKhQvwM0>

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Changing policy is one part of what's called the Spectrum of Prevention, a useful way of looking at the overall range of options for promoting environmental prevention.

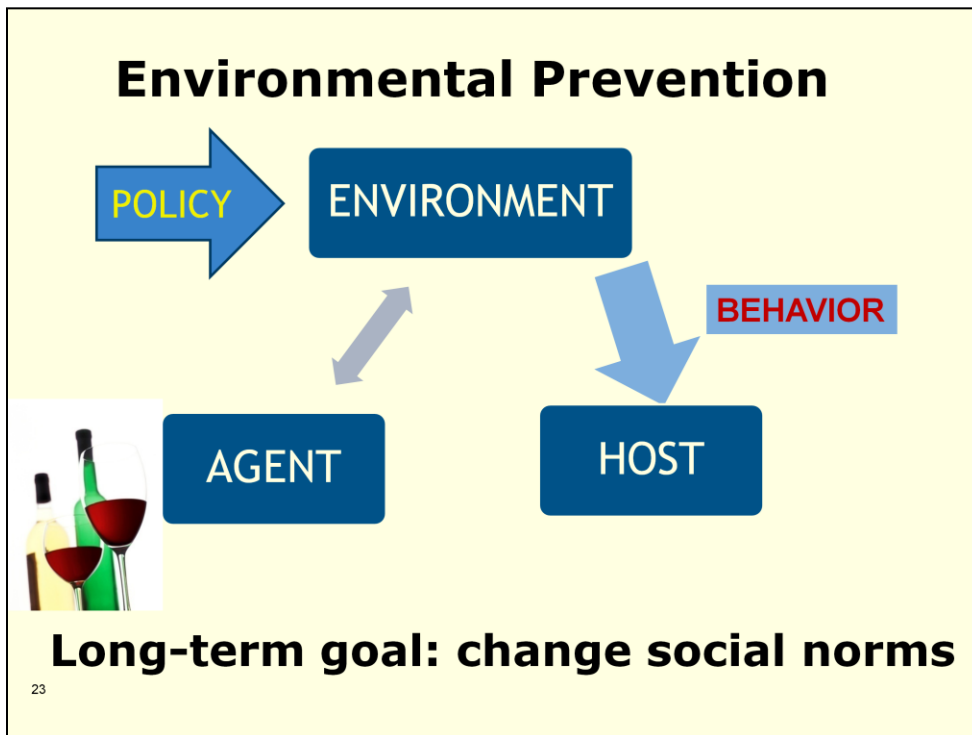
Each of these levels represents a different level of intervention. At the bottom is the individual, at the top is changing organizational practices and influencing government policy.

The reason it's called a Spectrum is to suggest that these different levels are complementary. That is, efforts on one level can overlap and help with efforts on another.



### GROUP INTERACTIVE SLIDE

Ask for or provide a topical content area (i.e., responsible beverage service, infant friendly worksite policy) and facilitate a quick brainstorm for each of the levels.



The key to success in the EP model is the idea that social norms may be influenced by public policy.

Policy and Environmental Change – Rationale "BEYOND BROCHURES"	
Activity (Program) Focus	Policy Focus
One -time	Ongoing
Intended to learn behavior change	Intended to change behavior
Limited duration	Long-term
Non-Sustaining	Sustaining

Knowledge >> attitude >> behavior

Sustainable – last long after an individual or a coalition.

School-based anti drug/alcohol curriculum (in isolation from other prevention components) – what is the research on their effectiveness?

Worksite wellness as example: do we want isolated event-based efforts that encourages the employee to get and stay healthy OR would we rather see institutional policies (like a preventive-oriented health care benefits) that can create a supportive and influential environment in support of greater health?

**Again....Making the “Healthy Choice the Easy Choice” through Policy and Systems Change**



Policy and Environmental Change – Rationale “BEYOND BROCHURES”		
Issue	Activities / Program	Policy Option
<i>Employee Health &amp; Productivity</i>	<i>Wellness Fair</i>	<i>Agency Nutritional Standards</i>
Changed Behavior		
Reach		
Cost		
Sustainability		

Knowledge >> attitude >> behavior

Sustainable – last long after an individual or a coalition.

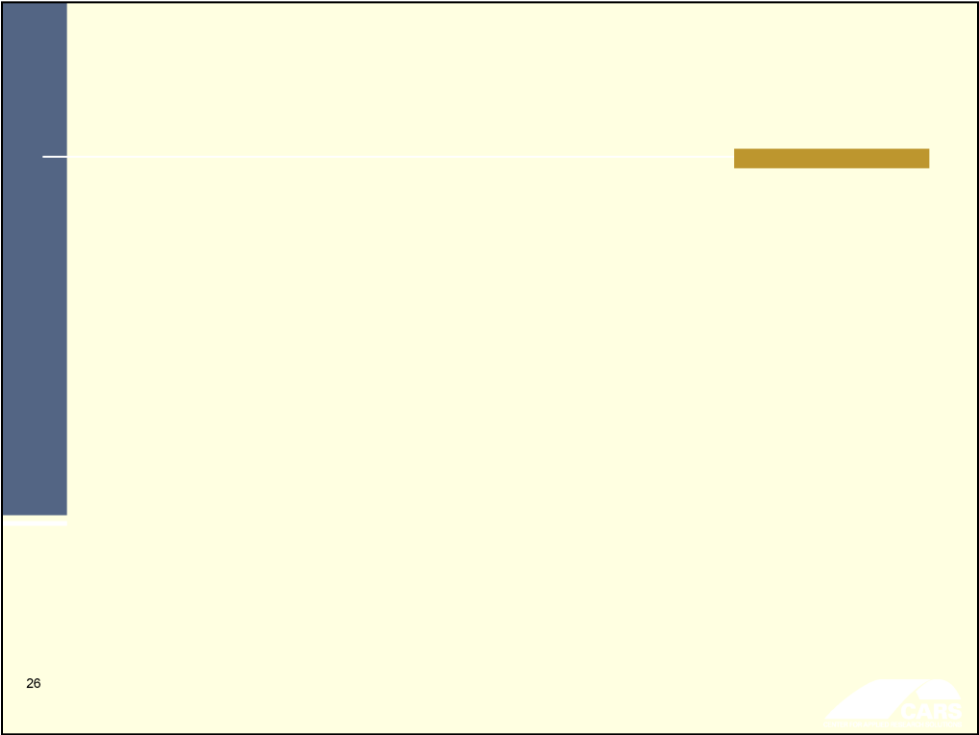
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**Again....Making the “Healthy Choice the Easy Choice”**

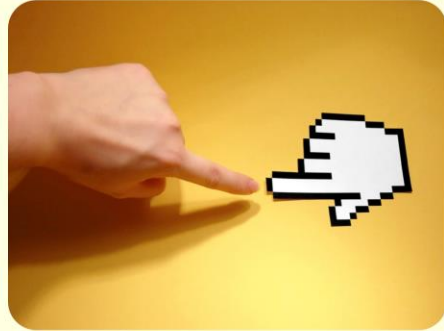
**values**

**\*Low – medium - high**



## Module 2: Selecting the Right Policy

- Data
- WRIST
- The 4 Ps
- Prevention Strategies
- Community Planning



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This is all about the “what”

## Applied Data and Research

- Archival data
- Key informant interviews
- Survey/Polls
- Observations
- ASIPS/GIS

Know the  
problems  
well

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Data and assessment are now fundamental in prevention planning—thanks to Strategic Planning Framework now required by ADP.

## Data is Essential

- Data defines the magnitude of the problem.
- Good data guides intervention planning.
- Information systems demonstrate outcomes
  - To refine the work
  - Identify intermediate outcomes
  - Celebrate success

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With Environmental Prevention, data should lead prevention advocates to selecting the right strategies, and allow them to mark successes or milestones that help keep folks engaged.

# Which policy, and at which level?

Which policies can actually change the environment (and reduce risk)?

- Home
- Neighborhood
- Institutional
- City
- State
- National

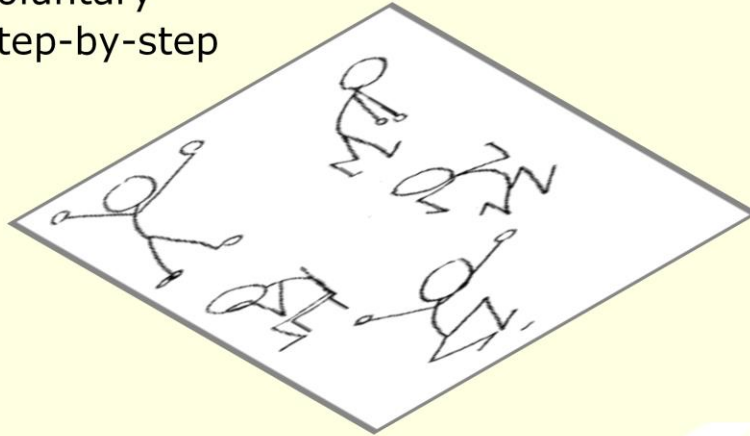
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What kind of change would actually change how the problem develops? In some cases, “nested” or multiple kinds of changes are needed. For example, training servers to cut off drinks for a patron must be supported with management policies concerning drink promotions.

Anyone can consider tobacco policy in his or her home – you must have some sort of policy (even no rules constitutes a policy) at the home level.

## Strategic Choices

- Mandatory
- Voluntary
- Step-by-step



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Sometimes advocates begin with voluntary measures in order to avoid controversy. Depending upon the local climate of support, these may be good choices. However, voluntary policy is often limited in effectiveness in that the good operators follow such standards, but that irresponsible operators (of risk environments) fail to improve their practices.

Note idea of “incremental”

## What Makes Good Policy?

- Winnable
- Real
- Immediate
- Specific
- Tangible

**WRIST**

*Policy should be clearly linked to feasible, appropriate goals.*

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--- Makani Themba



Advocate and author Makani Themba created the WRIST test concept. Policy should be linked to feasible, appropriate goals.



## What is Feasible?

- What is the political climate? Current trends?
- What is the level of stakeholder support?
- How strong and organized is the opposition?
- How will the policy be implemented and enforced?
- How will its effects be monitored and measured?
- What unintended consequences might there be?

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Of course we want sound policy ideas based on evidence. We want to be able to show cost-benefit and cost effectiveness of proposed policies.

But the best policy proposals will fail without careful consideration of the political climate, the likely opposition, how the policy will be implemented, enforced, and evaluated.

After the new policy is in place, you will need to demonstrate that it's working, if you hope to sustain the change. And if it's not working as it's supposed to, you will need to tweak it. How are you going to do that?

## Policies and Civil Liberties

- Taxation
- Restrictions on advertising
- Community policing
- Sobriety checkpoints
- Restrictions in retail availability

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Implementation and enforcement of policies may meet with resistance on a civil liberties basis.

In this exercise, we'll look at the policy goals, their respective intent, and their potential for social justice conflict.

## Focused Policy Choices

- Decide on goals that meet the WRIST test.
- Select strategies and activities to help meet your goals.
- Evaluate, evaluate, evaluate.



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Advocates always must make strategic choices for policy goals. For many problems, several integrated and supportive goals make sense. For example, at a public event or festival, where the main policy goal is enforcement, a number of smaller *linked* strategies, such as wristbands, drinks limits, staff training, and so on, make all the difference.

As we mentioned earlier, advocates need to evaluate outcomes associated with policy change. This means gathering measurable data: calls for police services, numbers of incidents of violence, sales rates for alternative beverages, and so on.

## Underlying Principles

*Environmental Prevention and the 4 Ps*

PRODUCT

PRICE

Promotion

Place



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Before we look at specific strategies, let's look at the basic principles underlying them, the four Ps:

**Price Place Product, Promotion.**

## Case in Point

- Problem: A residential urban area near a major California University is plagued by public intoxication and related problems. Availability of cheap alcopop products perceived to be an instigating factor.

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It's sometimes helpful to look at our strategy options through this framework of Place, Price, Product, and Promotion.

Let's look at one example: A residential urban area near a major California University is plagued by public intoxication and related problems— public urination, loitering, littering, noise and so on. Availability of cheap alcopop products is perceived to be an instigating factor. One member of a neighborhood group gets upset and starts calling everyone she can think of, including local politicians.

## Case in Point, cont'd

	STRATEGIES	OUTCOMES
PLACE	Surveyed local retailers to assess availability. Held press conference in front of problem business.	Availability of alcopops in local stores was reduced (voluntary compliance) Press conference created strong media presence that gave coalition leverage.
PRODUCT	Entire strategy focused on particular beverage.	City task force to study the issue of alcopop beverages formed.
PRICE	Actively supported proposed state legislation to tax alcopop as distilled spirits rather than as beer/wine.	City takes leadership role in statewide effort.
PROMO	Asked retailers to voluntarily remove in-store advertising.	Partial compliance. Advertising was reduced voluntarily.

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In this case, county AOD prevention staff was contacted by members of the neighborhood group, and worked with them to develop a coalition: local NCA chapter, other residents in the neighborhood, local treatment provider, university health promotion office, and a grass roots organization devoted to alcohol availability issues.

Because cities and counties have little formal say over the sale of specific alcoholic beverages, such as alcopops, there needed to be coordinated efforts at both the local and the state level.

# Prevention Strategies

No need to reinvent the wheel



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(<click> to make the graphic disappear and each bullet appear)

*After discussing bullets, distribute handout: “ Examples of Institutional and Public Policies on Alcohol,” which offers more specific and nuanced strategies for groups working at local level.*

- Zoning and land use ordinances
- Responsible beverage service training
- Social host policies
- Nuisance abatement
- Deemed approved ordinances
- Crime-free multi-housing training

COMMUNITY PLANNING: A MENU FOR ACTION				
	Current Norms	Current Policy	Strategies	Next Steps
SECTOR: _____				
SECTOR: _____				
SECTOR: _____				
SECTOR: _____				

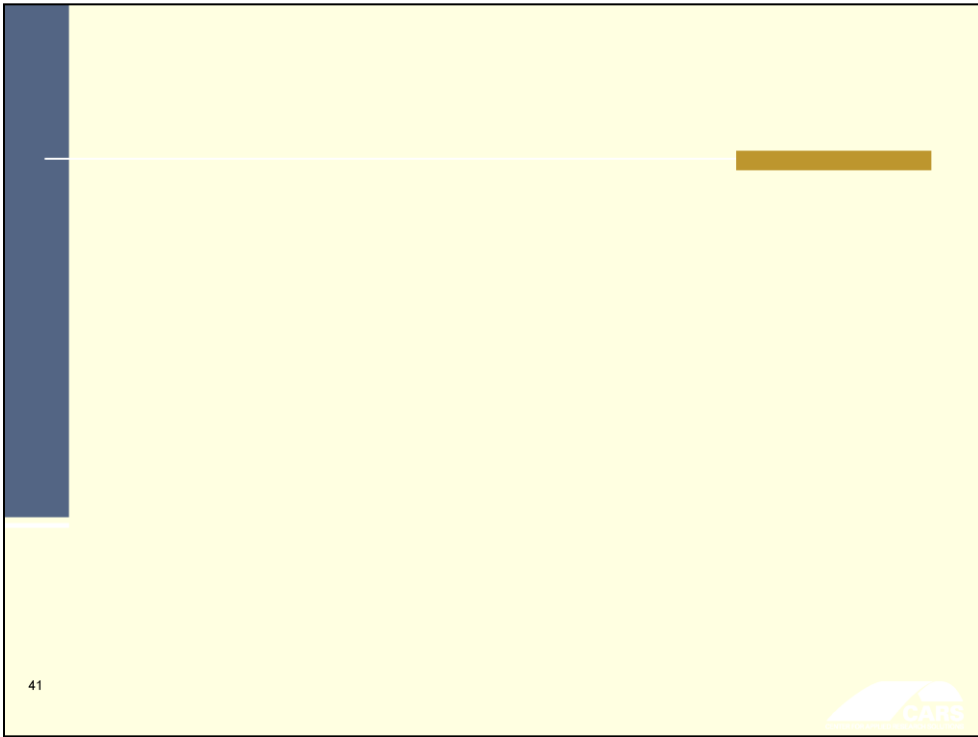
Group Activity

Previously we looked at current norms and policies in different community sectors and got a feeling for where there were gaps between certain norms and certain policies. And we've looked at some of the strategies used to make policy changes. And we've underscored the importance of focusing on feasible goals and planning. Next we're going to put these things together using a community planning tool.

*(can just note this as a tool to use if running late on time)*

We're going to break into small groups and work through some of these issues. You'll be identifying or narrowing the focus on specific policy goals and developing a strategy or multiple, complementary strategies to address those goals. Try to keep in mind how your strategy will be implemented and what the next tangible steps will be after you've decided on a policy strategy.





## Module 3: Getting Policy Adopted

- Community Organizing
- There Oughta Be a Law
- Media Advocacy
- Talking to Policymakers
- NonProfit Advocacy
- Developing Advocacy Skills

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We just talked about the “what” in terms of types of policy – now we will talk about the “who” and the “how”

# Community Organizing

- Develop constituency for change.
- Build support for policies.
- Organize different parts of the community to play strategic roles.
- Develop leadership, sustainability.

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Community organizing is the art of listening, engaging and developing a common voice within the community.

While many policy changes won't require a broad mobilization across the community sectors, policy makers do need to see community concern and support for appropriate action. As prevention advocates, we can't stand alone on our issue. Talk about connecting to social justice issues – actual quality of living for residents.

Use intentional organizing. *Everyone* doesn't need to do *everything*. But the advocate must reach out strategically, and engage the right interests. Consider the relevant voices needed on your issue – specific kinds of constituents are needed for specific issues, as well as the key players common to many of the AOD issues. For example, on certain issues property owners and hotel managers may be involved, but not necessarily on other issues.

# Leadership Development

- Legitimacy
- Visibility
- Scope of influence
- Group cohesiveness



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Finding or cultivating legitimate leadership within the community can be key to the organizing effort and to making the change sustainable. Thus building leadership is more important than leading.

Ideally, the leader (or leaders) you work with will be generally recognized as a community decision maker. He or she must be at least visible to key stakeholders and hopefully exert some form of influence over some of them. And naturally, you want leaders who will build group cohesiveness.

We can support leadership in many ways, including helping convene, speak in public, write to newspapers or other media outlets, chair meetings, interpret data and facilitate direct action.

# Steps in the Community Organizing Process

## ■ **Assessment**

- Know the community and its issues.

## ■ **Coalition-building**

- Invite people to join together to make change.

## ■ **Mobilization and action**

- Engage the community and facilitate action.

## ■ **Planning**

- Select the real issues the community can change.

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Besides developing leadership, the key aspects of community organizing are:

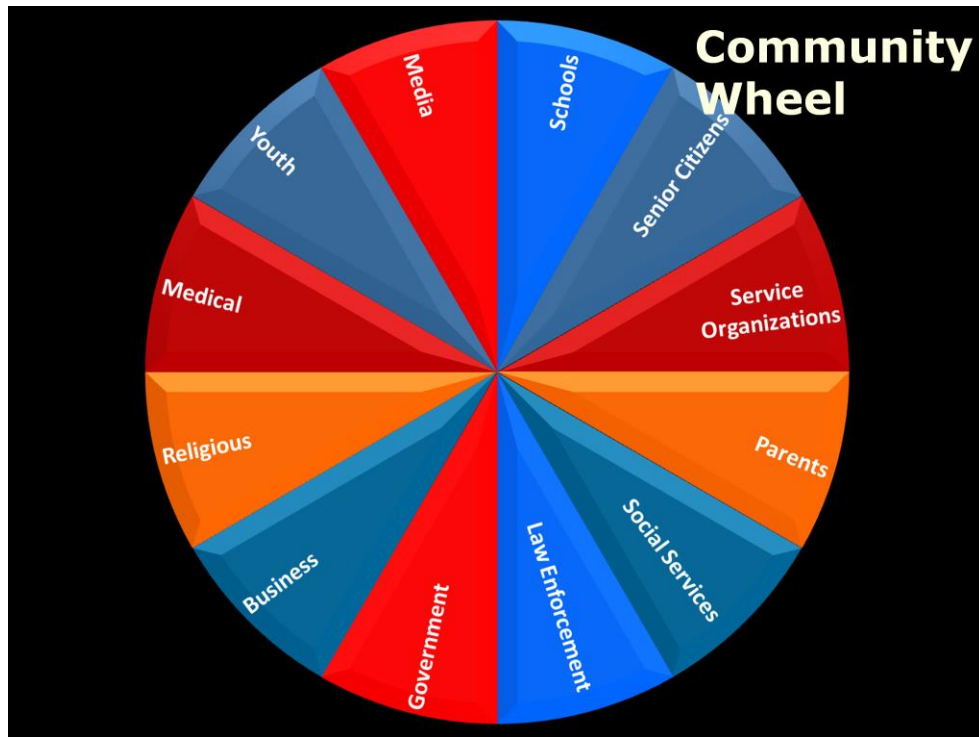
**Assessment:** Learn all about a community, its culture, demographics, subculture, informal and formal norms and leaders, as well as the institutions and economic forces. Get to know how AOD issues manifest themselves, and what strategies and outcomes came out of past efforts to tackle the problems.

As you begin to think about coalition building, extend yourself beyond the normal broad tags that compose the community wheel to get to the specifics within major institutions. For example, “schools,” includes school board members, administrators, teachers and other personnel. This same drill down needs to be done in all sections of the community wheel.

As a prevention advocate, your job is to mobilize and build capacity of the community to solve its own problems, and to find sustainable solutions.

Besides developing leadership, the key to mobilizing the community

and facilitating action is to have a plan with specific and feasible goals.



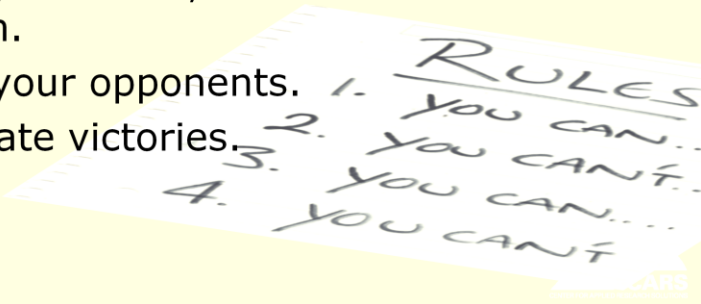
## GROUP INTERACTIVE SLIDE

Ask for a participant to throw out an issue that is being worked on currently within a coalition

- Are you fully represented (community fully represented) -- if not why not?
- Discuss barriers and solutions to working w/ certain stakeholder groups.
- Remember you need a champion – it may need to be a new champion (not a likely suspect)

## Rules to Live By

- Know and communicate facts clearly and accurately.
- Learn the rules of the policy sandbox you'll be playing in.
- Know your allies; work in a coordinated fashion.
- Know your opponents.
- Celebrate victories.



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<click> once to enlarge “Rules” <click> a second time to send them flying. A third <click> to advance to next slide.

Know and communicate facts: become a legitimate source for allies, policymakers, the media.

Learn the rules: to overcome ignorance and inexperience that can trip you up.

Know your allies and coordinate efforts with them--as a hedge against a battery of high-priced industry lobbyists.

Know your opponents. Anticipate their arguments and tactics.

Celebrate victories. Take time out to recognize small and large accomplishments and the efforts of those who made them happen.



## **There oughta be a law** *and often there is*

- New policies based on existing laws or regulations
- Educating the policymakers
- Advocating policy change with key stakeholders and organizations

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It's easy to get the impression that every problem requires a new ordinance or state law as part of its solution.

However, meaningful policy change can be prompted by demanding enforcement of existing laws and regulations or through educating policymakers.

Educating policymakers and key stakeholders about a problem and the how policy change will impact it, is critical -- whether or not the policy is actually formalized as law or regulation.

## Media Advocacy

- Framing the Access
  - *setting the agenda*
- Framing the Content
  - *shaping the debate*
- Advancing the Policy
  - *influencing the policymakers*

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The strategic use of newsmaking for advancing policy initiative.

Design and pitch media stories in a proactive way that will advance the cause.



*right*  
**IT'S THE REAL THING** *to do*

**TELL YOUR LEGISLATORS IT'S WORTH A FEW PENNIES MORE TO PROTECT OUR CHILDREN**

The Legislature can break the budget bottleneck with a fair solution that benefits anyone who cares about Washington's economy and our children's health. By adding just a few pennies to the cost of soda pop and other sugar-sweetened beverages, we can raise well over \$100 million to protect our students from devastating cutbacks and provide health care for 16,000 children and tens of thousands of adults across our state. And by discouraging over-consumption of sugar-sweetened beverages, we can help turn the tide on childhood obesity. Please call your legislator's today. Tell them to restore revenue with small increases to the cost of soda pop, gum, candy, cigarettes, and bottled water, and end special corporate tax breaks like the \$50 million giveaway to big out-of-state banks. Let's stop deep-cuts to core services.

**CALL NOW: 800-562-6000**



**OurEconomicFuture.org**

Paid for by the Rebuilding Our Economic Future Coalition, 1400 Third Avenue #610, Seattle WA 98101.

# How to Make News

- Hold media events
- Create your own media using social media outlets such as Twitter, Facebook, Youtube
- Submit guest editorials and comment on news outlet blogs and stories electronically
- Write letters to the editor
- Solicit columnist or features
- Organize media ride-alongs

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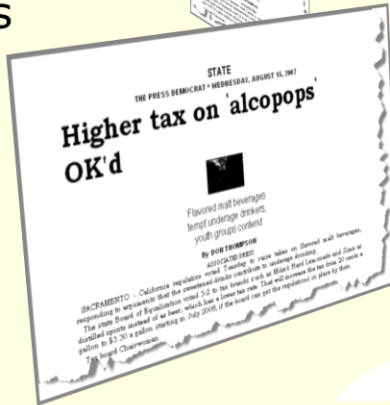


This list summarizes key access routes to media coverage. You should create a list for your own local media market, and consider the typical angle position on AOD issues in past coverage.

Remember to include daily, weekly, specialty print outlets, as well as regional TV and radio outlets. Others include campus, military and other kinds of outlets, especially those appealing to ethnic groups.

# You Have the Tools!

- Compelling message
- Data
- Authentic voices
- Policy goals
- Time and place opportunities



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Your issues will play well on the media. Circumstances will often present you with key ingredients for newsworthy stories. Note that CARS has more extensive training available on this topic.

## How to Talk to a Policymaker

- Get an appointment.
- Don't be awed.
- Know your facts.
- Make your pitch in 5-15 minutes.
- Listen carefully.
- Do not let him or her evade the issue!
- Use all questions as opportunities.
- Use praise.
- Press for commitment.
- Build relationship with staff.

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*Think about a quick role-play here*

**Get an appointment.** Call your legislator's nearest district office and ask to see him or her next trip home (normally a Friday is the legislature is in session). If you are in Sacramento for business or pleasure, go visit them there.

**Don't be awed.** You know more about your issue than he or she does. Act confident even if you don't feel it.

Restrict your agenda to not more than 2-3 issues, and set priorities.

Recommend or **discuss solutions** to the problems you're presenting.

**Be a good listener**, but don't let them get off the subject. (This ties into not being "awed.")

**Hard questions** do not mean that the legislator is against you. Use every question as an opportunity to educate him or her about your issue.

If he or she is on your side, praise him or her, make him or her feel good.

**Press for a commitment** (unless the legislator is clearly opposed).

## Non-profit Advocacy

- Nonprofits and charities can do limited lobbying.
- The amount of lobbying depends upon IRS classification.
- Small organizations (spending less than \$500,000 a year) can expend up to 20% on lobbying.
- Advocating candidates for appointed posts is permitted.

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### Do NOT self-censor

There are rules governing what kind of advocacy a nonprofit organization can and can't do.

Nonprofits can formally lobby for policy change, but may be reluctant to do so because of confusion about their status with the IRS. In fact, according to the Alliance for Justice ([www.afl.org](http://www.afl.org)) most nonprofits can and should lobby.

How much lobbying a nonprofit can do depends upon how it is classified. Organizations classed as 501(c) (3) by the IRS can do limited lobbying. Those classified as 501(c)(4) can do unlimited lobbying.

The organization only counts as lobbying those activities it spends money on. The efforts of unpaid volunteers who advocate for policy are not counted as lobbying because they are cost-free.

## **What is Not Lobbying?**

- **Advocacy by unpaid volunteers**
- **Nonpartisan analysis, study or research**
- **Examinations of broad social problems**
- **Alliance for Justice ([www.afj.org](http://www.afj.org))**

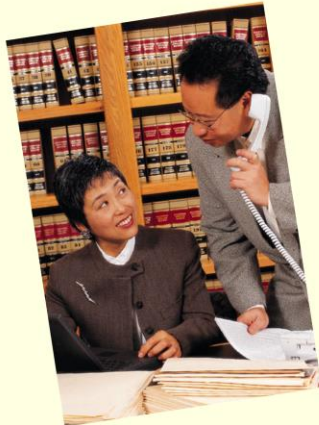
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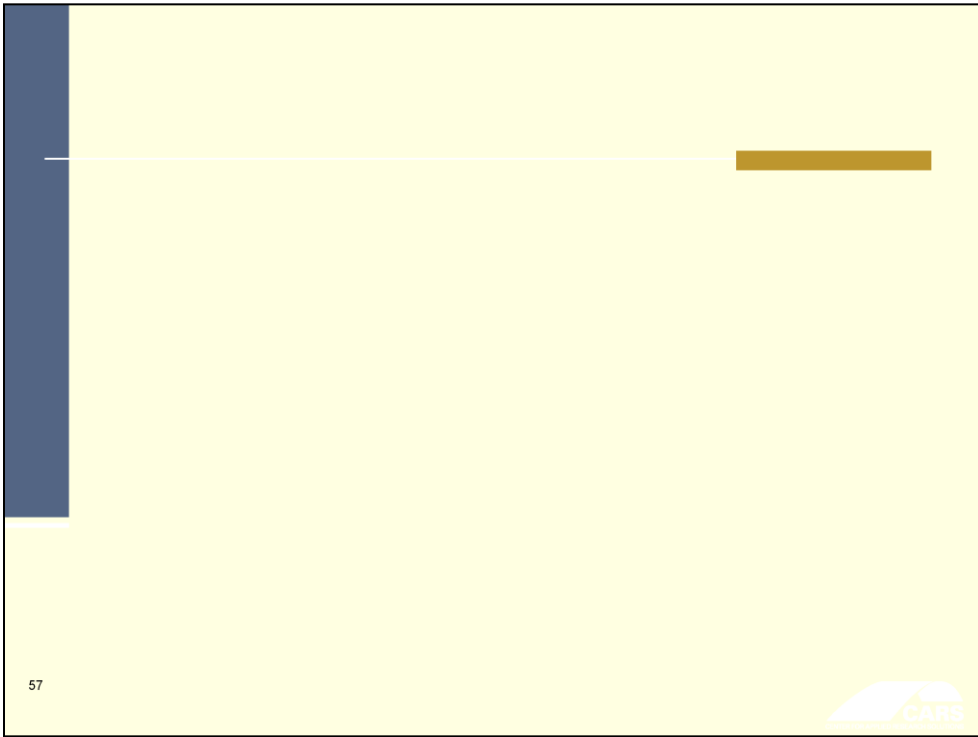
The Alliance for Justice website is an important resource that will give you the information about what nonprofits can and cannot do under the law.



# Developing Advocacy Skills



*Distribute Case Study Handouts: Developing Advocacy Skills and lead discussion, or facilitate small group discussions.*



## Module 4: Enforcement, Monitoring, and Sustainability

*It's not about police work.*



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Implementing, monitoring and evaluating new policy is really the topic of another training.

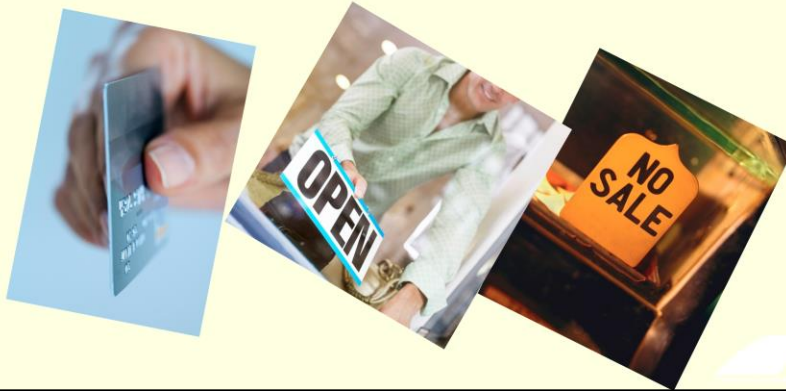
Let's take a quick look at a few issues.

A policy has to be enforced to have any effect. But once policy becomes law, it's not simply a matter of law enforcement – it needs continuous community engagement on several levels:

- supporting law enforcement
- ensuring prioritization (use tobacco-free parks ordinances in WA State as example)

## Strategic Visibility

- Enforcement efforts aimed at business practices, not youth.
- Visibility is one key to compliance.



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The goal is not to make a bunch of arrests, but to promote strategic, highly visible law enforcement activity (think about *sobriety checkpoints*). The idea is *deterrence*.

Strategic enforcement is aimed at overall compliance with the policy– changing the norm.



Excellent example of relevant signage!

# Enforcement Continuum

- Begins with education (such as merchant education)
- Emphasizes public safety through prevention
- Compliance without arrests, if possible



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The enforcement continuum begins at one end with education.

Seeking compliance by threat or likelihood of arrest lies at the other end.

Prevention allows public safety to spend more time in education and compliance activities, such as merchant education, and thus reduces the need for arrests.

# Tracking and Monitoring

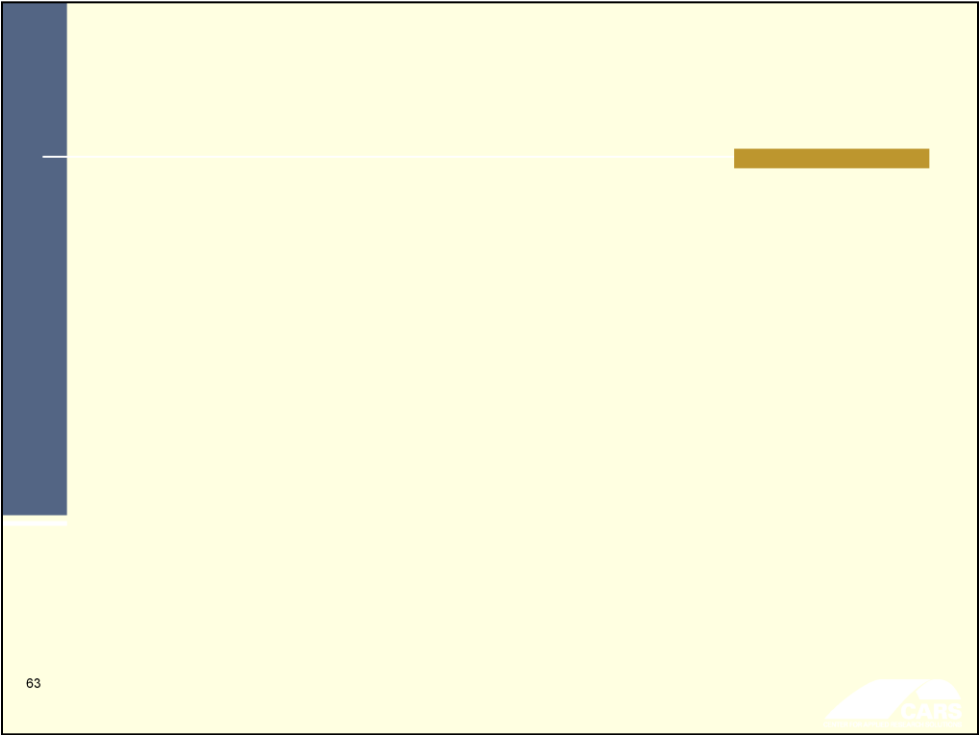
- Monitoring techniques
- Developing partnerships
- Working through unintended consequences



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Implementation efforts will inform the need to engage in any further policy modification

Note that most policy change is incremental





## Next Steps

- Tangible actions
- Probable challenges
- Overcoming challenges



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*What will you do when you get back home?*

What are some tangible actions you will take when you get back?

- assess norms and policies in specific sectors
- assess current policy efforts for various levels of feasibility

What challenges will you face?

What kind of help are you going to need?

## Resources

- Community Prevention Institute  
([www.ca-cpi.org](http://www.ca-cpi.org))
- Center for Community Action and Training (CCAT) 707 648 4030
- The Marin Institute  
([www.marininstitute.org](http://www.marininstitute.org))
- Youth Leadership Institute  
([www.yli.org](http://www.yli.org))
- Institute for Public Strategies  
([www.publicstrategies.org](http://www.publicstrategies.org))

# QUESTIONS



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